

The University of Western Ontario, School of Health Studies
HS2250a, September 2013
Health Promotion in Canada

Instructor: Dr. Jennifer Irwin
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1:00

Class Hours: Mondays 2:30 – 3:30 & Wednesdays 2:30 – 4:30. Nat Sci Rm 1

Required Course Text McKenzie, J.F., Neiger, B.L. & Thackeray, R. (2013).

exam. Please refer to the Policy on Accommodation for Medical Illness located on page 3 of this syllabus at the following website: <https://studentservices.uwo.ca/secure/index.cfm>.

Note-Taking:

Good note-taking skills are important, not essential, in both the academic environment and in other professions. For these reasons, the responsibility for note-taking in class is that of the students. I will provide a skeletal outline of the units' slides and you are responsible for creating the full complement of notes from each class. Any additional content such as from films or guest speakers' lectures are examinable (whether or not they provide slides). You are responsible for retrieving notes from classmates for any classes missed. Please do not ask for the instructor or the course Teaching Assistants' lecture notes or slides—they will not be given to you. If you find that the lectures are moving too quickly or too slowly, please raise your hand and let me know...if others feel the same way then I will do my best to accommodate the majority of the class. If you are having difficulties taking notes for any reason, let the Instructor know and we will try to help you find a student who may be willing to share notes with you.

Communication:

Because this is a relatively large class, e-mail communication tends to be an efficient and effective mode of communication between the course Instructor/Teaching Assistants and the students. Your e-mailed comments and questions are most welcome and will be responded to in as timely a fashion as possible, provided they are appropriate (you are expected to use your "UWO" e-mail address for this course). E-mails, like any other form of communication with the course Instructor/Teaching Assistant, are appropriate when their content is respectful when they are NOT anonymous, and when their originator does not ask for information delivered during lecture to be repeated. If you have a question or do not understand a term or phrase, it is your responsibility to tell the course Instructor/Teaching Assistant who you think is the answer, what you think would be an appropriate example, and what it is that you are having difficulty interpreting. Inappropriate e-mails will either receive no response or will receive a response in which you are directed to review this component of the course outline and then invite you to e-mail again. Any inappropriate emails will be forwarded to the appropriate administrative office to be placed on-file.

Mutual Expectations:

You can expect me to come prepared and attend, all lectures regularly and punctually. I will strive to promote a collegial atmosphere of mutual respect and inquiry. In the classroom, lecture, using cell phones/texting, not turning ringers off on cell phones, and consumption of food or drink, littering the cl

course, please come and talk to me. I am approachable; I welcome your comments, your constructive criticisms and, of course, your questions.

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit <http://www.uwo.ca/univsec/board/code.pdf>

English Proficiency for the Assignment of Grades

Visit the website <http://www.uwo.ca/univsec/handbook/exam/english.pdf>

Accommodation for Medical Illness or Non-Medical Absences

http://www.uwo.ca/univsec/handbook/policies/accommodation_medical.pdf

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impacted by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website:

<https://studentservices.uwo.ca/secure/index.cfm>

Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade. Students may contact the Faculty Academic

Course Content and Required Readings

Unit 1: Health Promotion, Health Education, and Disease Prevention in Canada (September 9 – 25) Readings: Chapter 1

- ¾ Defining the terms and concepts
- ¾ Assumptions of health promotion
- ¾ Exploring some of the major health issues and behaviours in Canada (e.g., heart health, obesity, mental health, ~~can~~, diabetes, physical activity)

Quiz: September 25th (in-class, optional)

Unit 2: Models & Theories for Health Promotion and Disease Prevention (September 30th – October 9th). Readings: Chapter 3 & 7

- ¾ Importance of using models & theories
- ¾ PRECEDE-PROCEED, Social Cognitive Theory, etc
- ¾ Behavioural change theories, ~~condition~~ health behaviour models
- ¾ Applying theory to practice – introduction to ~~health~~ behaviour coaching

Midterm Exam: October 16th (in-class) NOTE: refer to posting on website to see where you are writing exam – you MUST write in the room assigned

Unit 3: Health Promotion Program Planning (October 21 – Nov 6) Readings: chapter 2, 4, 8 plus online article

- ¾ Starting the planning process
- ¾ Assessing needs
- ¾ Exploring the similarities, differences, and importance of population-based and individual-based programs
- ¾ The model, theoretical underpinnings, ~~and~~ practice of health behaviour coaching for individual change

Quiz: November 6th (in-class, optional)

Unit 4: Implementing Health Promotion Programs (November 11 – 20) Readings: chapter 9, 10, 11, 12

- ¾ Getting buy-in, community advocacy, organization & mobilization
- ¾ Resources
- ¾ Social marketing, implementation strategies & concerns

Unit 5: Evaluating Health Promotion & Disease Prevention Programs (November 25 – December 2) Readings: chapter 13 & 14

- ¾ Evaluations types for program stages
- ¾ The challenges and needs

December 4 Wrap-up & Questions

~Class dates and topics subject to change at Instructor's discretion~